

DOCUMENT RESUME

ED 163 405

CS 004 509

AUTHOR Quinn, Jeanette
TITLE Guide for Student Profile of Reading Skills Deficiencies.
PUB DATE 78
NOTE 17p.; Best copy available
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Check Lists; *Data Sheets; Elementary Secondary Education; Evaluation Methods; *Reading Diagnosis; *Reading Difficulty; *Reading Skills; *Student Evaluation

ABSTRACT

A student profile of reading skills deficiencies, which may be used by teachers in evaluating the reading skills of students, helping students to view their failures constructively, and planning cooperatively for achievement, is described in this paper. Methods for diagnosis and for recording data are suggested, and a copy of the profile is included. (TJ)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

GUIDE FOR
STUDENT PROFILE OF READING SKILLS
DEFICIENCIES

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Jeanette Quinn

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

by

Jeanette Quinn
Camden, New Jersey

1978

ED163405

CS004 509

TABLE OF CONTENTS

	Page
LIST OF FIGURES	iii
INTRODUCTION	1
STUDENT PROFILE OF READING SKILLS DEFICIENCIES . . .	3
Diagnosis	5
Recording	6
SUMMARY	9
REFERENCES	10

LIST OF FIGURES

Figure	Page
1. The Instrument	4
2. Illustration of Implementation of Student Profile of Reading Skills Deficiencies . .	7

INTRODUCTION

Kay Trusty, an instructor at the McGuffey Laboratory School of Miami University, Oxford, Ohio stated that learning principles are integral factors in the formulating of individualized instruction. One such principle she states is: "Learning is more meaningful when failures are viewed constructively, and appropriate measures of remediation are construed."¹ She further goes on to say: "Learning is more meaningful when the child has self understanding and direction, leading him ultimately to greater success in life."² inferring that, when the child understands his ability and strengths and can realistically face his weaknesses, plans (both immediate and long range) can be made, with the appropriate materials for his particular stage of development, to build his growth in these deficiencies.

With principles such as these in mind, this Student Profile of Reading Skills Deficiencies was designed

¹Kay Trusty, "Principles of Learning and Individualized Reading," The Reading Teacher, 24/8:733, May, 1971.

²Ibid., p. 731.

purposely to get students to view their failures
constructively and cooperatively plan for achievement.

STUDENT PROFILE OF READING SKILLS DEFICIENCIES

NAME _____
 SCHOOL _____
 PROGRAM _____

YEAR _____
 GRADE _____

Perception (visual)

Date	Visual Motor Coordination				Figure-Ground (sorting)			Perceptual Constancy	
	Left to Right	Cutting	Placing & Pasting	Tracing & Coloring	Color	Size	Texture	Matching & Classifying	
1.									
2.									
3.									
4.									

Date	Position in Space					Spatial Relationship		
	Association	Word	Action	Position	Reversals: List Each	Date	Sequence of Letters	According to a Pattern
1.								
2.								
3.								
4.								

Oral Reading	Phrasing & Punctuation	Fluency	Punctuation & Enunciation	Rate-Expression	Eye-Voice Span
Date	Teacher Comments Only				
1.					
2.					
3.					
4.					

Alphabet Recognition

	Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
1.																										
2.																										
3.																										
4.																										

Reversals will appear under Perception--Listed

Figure 1. The Instrument

Figure 1. The Instrument (continued)

Phonics																												
Consonants																												
	b	c	d	f	g	h	j	k	l	m	n	p	q	r	s	t	v	w	x	y	z		c	g	s	k		
																							ks	gj	sz	ks	yz	
1.																												
2.																												
3.																												
4.																												
Blends																												
	b	c	d	f	g	h	j	k	l	m	n	p	q	r	s	t	v	w	x	y	z							
1.																												
2.																												
3.																												
4.																												
Diagrams																												
	ch	sh	wh	ph	qu	nk	ng	th																				
1.																												
2.																												
3.																												
4.																												
Vowel Blends (Diphthongs)																												
	aw	ai	oi	ou	ue	ew	ow	au																				
1.																												
2.																												
3.																												
4.																												

Comprehension--Literal		Details		Main Idea		Sequence		Directions	
1.									
2.									
3.									
4.									
Interpretation		Fact or Fiction	Characterization	Relationships	Predict Outcome	Author's Tone, Mood & Intent	Comparisons or Contrasts	Conclusion & Generalization	
1.									
2.									
3.									
4.									
Critical		Fact or Opinion	Appraise Author	Biased Statements	Propaganda Techniques	Comparisons	Figures of Speech		
1.									
2.									
3.									
4.									

Teacher's Comments:

Date

1.	
2.	
3.	
4.	

Figure 1. The Instrument (continued)

Structural Analysis							
Compound Words	Root Words	Inflectional Endings	Pref ^{ix} es	Suff ^{ix} es	Possessive Forms	Contractions	Syllables
1.							
2.							
3.							
4.							

Teacher's Comments:

Date

1.
2.
3.
4.

Study Skills (1)							
Date	Locating Information						
	Parts of a Book: Table of Contents Index Glossary			Dictionary	Encyclopedias	Atlases	Card Catalog Almanacs
1.							
2.							
3.							
Date	Comprehension Selecting and Evaluating--Organization						
	Classifying	Summary	Sequence	Outlining	Note-Taking		
1.							
2.							
3.							

Study Skills (2) Comprehension							
Date	Recall						
	Association	Memorizing			Testing		
1.							
2.							
3.							
Date	Following Directions						
	Oral--Easy	Oral--Easy	Written--Easy	Written--Detailed			
1.							
2.							
3.							

List specific subject content directions (example: Science--Completing experiments; Social Studies--Interpreting maps, tracing routes, etc.).

Figure 1. The Instrument (continued)

TESTS ADMINISTERED IN SEPTEMBER

<u>Tests Administered</u>	<u>Skills Covered</u>	<u>Date Recorded</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

TESTING

<u>Date</u>	<u>Tests Administered</u>	<u>Concepts Tested</u>	<u>Date Recorded</u>
1.			
2.			
3.			
4.			

Comment

TESTING

<u>Date</u>	<u>Tests Administered</u>	<u>Concepts Tested</u>	<u>Date Recorded</u>
1.			
2.			
3.			
4.			

Comments

Figure 1. The Instrument (continued)

TESTING

<u>Date</u>	<u>Tests Administered</u>	<u>Concepts Tested</u>	<u>Date Recorded</u>
1.			
2.			
3.			
4.			
<u>Comments</u>			

TESTING

<u>Date</u>	<u>Tests Administered</u>	<u>Concepts Tested</u>	<u>Date Recorded</u>
1.			
2.			
3.			
4.			
<u>Comments</u>			

TESTING

<u>Date</u>	<u>Tests Administered</u>	<u>Concepts Tested</u>	<u>Date Recorded</u>
1.			
2.			
3.			
4.			
<u>Comments</u>			

Diagnosis

The initial testing should be completed as early in the school year as possible. There should be available to the teacher a basic set of tests and/or methods which will amply evaluate the skills presented on the profile. There are several excellent standardized reading tests available today. Many of these contain sections which check various aspects of reading. However, the teacher's own informal inventories and/or observations of needs or growth have been found to be just as significant as the more formal types of evaluation.

In the area of perception, a means of evaluating left-to-right progression could be teacher observation during a penmanship lesson. In the area of oral reading, the teacher might use an individualized reading inventory developed from a basal textbook series. Study skills and areas of comprehension might be checked through a more standardized form of measurement or the school's criterion reference test which many school systems are now developing.

In any instance, the teacher would simply record the means of evaluation whereby the specific determination of the need for skill improvement was produced or perceived.

Recording

The unique factor involved in the Student Profile of Reading Skills Deficiencies is the recognition of the child's weaknesses, and Figure 2 illustrates a brief implementation of this profile. The errors made during the initial testing period are recorded by a circle: ○. Skill concepts appear at the top of each skill chart. The concepts missed are to be circled in red. Reversals made in the alphabet testing should be listed under perception and then circled.

The instructional program should then be planned from the circled concepts in the child's profile of deficiencies. As progress is made and other tests are administered, for re-evaluation and/or reteaching, a testing date is entered on the back of the appropriate skills chart. A check is then placed under the circled concept being tested. If the child passes the test, the check remains plain: √. If the child fails the test, the check is then circled: (√). The teacher then knows that more work is needed in that area.

Most skill areas listed are conducive to the "check and circle" process, except oral reading. Oral reading skills, such as phrasing and punctuation, fluency, rate and expression, etc. require teacher-directed reading

STUDENT PROFILE OF READING SKILLS DEFICIENCIES

NAME John Jones
 SCHOOL XYZ
 PROGRAM Reading

YEAR 1977-1978
 GRADE 5

Perception (visual)

Date	Visual Motor Coordination				Figure-Ground (sorting)			Perceptual Constancy	
	Left to Right	Cutting	Placing & Pasting	Tracing & Coloring	Color	Size	Texture	Matching & Classifying	
1.									
2.									
3.									
4.									

Date	Position in Space					Spatial Relationship		
	Association	Word	Action	Position	Reversals: List Each	Date	Sequence of Letters	According to a Pattern
1.								
2.								
3.								
4.								

Oral Reading Phrasing & Punctuation Fluency Punctuation & Enunciation Rate-Expression Eye-Voice Span

Date	Teacher Comments Only
1. 3/8/78	John is ignoring punctuation, therefore causing phrasing to become a problem. Reads word by word.
2.	
3.	
4.	

Alphabet Recognition

	Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
1. 3/8/78						ⓕ					Ⓚ		Ⓜ													
2.						✓					Ⓚ															
3.																										
4.																										

Ⓜ needs help
 ✓ passed
 ⓕ needs help

Reversals will appear under Perception--Listed

Figure 2. Illustration of Implementation of Student Profile of Reading Skills Deficiencies

lessons. Therefore, only a date and statement of his/her findings are needed here.

September's testing date is not recorded under DATES. It is recorded on the back cover of the child's profile, along with the names of the tests and skills tested.

On the reverse side of each chart is a place for dates tests were administered, names of tests administered, and a place to record specific skill areas being checked by each test.

Teachers who find that a check is not sufficient to thorough understanding of the evaluation may wish to use the comment sections which are also available on the front side of each skill chart.

SUMMARY

As reading is such a very important skill on which other subjects, too, are so dependent, it is hoped that this Guide will lend itself as another unique teacher tool to evaluate the child's reading position and enhance his opportunity to continually improve his reading progress through the years ahead.

REFERENCES

Trusty, Kay. "Principles of Learning and Individualized Reading," *The Reading Teacher*, 24/8:731, 733, May, 1971.